Carterhatch Junior School

Remote Learning Guidelines

Aims

These remote learning guidelines aim to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regard to remote learning
- Provide appropriate guidelines for safeguarding and data protection
- Reflect the school's commitment to the UN Conventions of the Rights of the Child, specifically Articles 28, 29 and 31

Where a class, group or small number of pupils need to self-isolate, or there is a local or national lockdown requiring pupils to remain at home, we will continue to develop our capacity to support pupils' learning at home by providing:

- access to high quality remote education resources
- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- Printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Homework books for pupils to write in

This will be achieved through a strong model of "blended learning", using our familiar digital platforms Google Classroom and SeeSaw, alongside MyMaths, Times Tables Rock Stars and other apps to support learning.

Blended Learning - A tiered approach

The school will operate a tiered approach to remote learning as follows:

Tier 1 - Remote Learning for Individuals

In the event that a pupil cannot be in school and is learning from home, we will ensure that remote learning is in place on our digital platforms. Staff will upload daily a range of tasks.

School staff will monitor the work completed and give feedback as necessary. Pupils can contact their teacher regarding their work through the messaging tool on SeeSaw and Google Classroom. Any parent communication should be via the school email on: enquiries@carterhatchjunelt.org and not through the digital platform.

Tier 2 - Remote Learning for Partial Closure

In the event that the school needs to close a class or year group, that "bubble" will transfer to daily remote learning. The school will provide a daily timetable for pupils who are well enough to participate and where possible, the work will be provided by their class teacher, where possible. The timetable will be equivalent in length to the school day and cover the same curriculum expectations. Daily work will comprise of a combination of online tasks, live virtual lessons and tutorials and resources specifically developed for remote learning such as Oak Academy.

School staff will monitor the work uploaded and give feedback as appropriate. Pupils can contact their teacher regarding their work through the messaging tool on SeeSaw and Google Classroom. Any parent communication should be via the school email on: enquiries@carterhatchjunelt.org. and not through the digital platform.

Tier 3 – Remote Learning for Full closure

The school will endeavour to remain open to pupils wherever possible, however, should a full closure be necessary, we will offer immediate remote learning. Pupils will receive a daily timetable of subject specific tasks with an equivalent volume of work as they would complete in class. Video and live virtual lessons will be available to deliver new content. Staff will also start and end the day with a Google 'Meet' to provide daily face to face contact.

Teachers will check work daily and pupils will receive individual feedback. Pupils can contact their teacher regarding their work through the messaging tool on SeeSaw and Google Classroom. Any parent communication should be via the school email on: enquiries@carterhatchjunelt.org. and not through the digital platform.

When delivering the remote learning curriculum, the school will:
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, access to devices, apps and broadband as well as demands on parents' help or support
- Avoid an over-reliance on long-term projects or internet research activities
- Continue to develop comprehensive guidance and training to staff

The parents and pupils will:
- Agree to the Home-School Agreement and the IT Code of Conduct
- Agree to the remote learning protocol
- Review weekly and daily timetable to support their child's remote learning

Remote Learning Infrastructure

The following will be in place:
- Staff and pupils have access to a home device and the school's online platforms
- Staff will have access to key resources remotely at home via Google Drive. Staff are encouraged to save all files to the Google Drive rather than to individual devices
- Staff and pupils will receive appropriate training
- All staff members will take appropriate steps to ensure their work devices remain secure. Appendix A sets out guidance.
- Pupils will be provided with personal login details and passwords. These will be disabled for email use
- Parents will be offered training and support in the use of the school's online platforms

Data protection

The school will ensure any use of online learning tools, apps and systems is in line with privacy and data protection/GDPR requirements

Safeguarding Protocols

Online teaching should follow the same principles as set out in the Trust's Code of Conduct and Teacher Standards

It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and COVID-19 Addendum, and where appropriate referrals should still be made to children's social care and as required, the police. Members of the Designated Safeguarding Team, along with senior leaders, will oversee and monitor online teaching. If any concerns or untoward incidents arise during a live lesson, the teacher will stop the lesson immediately and take any necessary actions.

The following will apply when delivering remote learning from home:
- Teachers and Teaching Assistants will be available for teaching during their normal working hours
- The teaching assistant attending a live lesson will take an attendance record and submit it to the school office straight after the live lesson has finished
- Staff should record, the length, time, date and attendance of any sessions held
- Staff and pupils must wear suitable clothing
- Teachers should only use devices used in appropriate areas (e.g. not in bedrooms) and the background should be appropriate
- Staff should not engage in personal dialogue as part of feedback or requests from pupils or parents
- Two members of staff should be present during virtual lessons to ensure safeguarding of all parties
- The live class should be recorded for easy Cloud access at a future date and time for those pupils unable to attend and for safeguarding reasons
- Streaming of live lessons can take place from school for those pupils working from home
- Both members of staff must "join" the meeting 10 minutes before the start of the lesson for safeguarding of all parties
- The live lesson will be set up using a "nickname" for access by pupils to prohibit early entry and/or re-joining after the staff have finished and left the 'Meet'
- Language must be professional and appropriate, including any pupils' family members who are present
- Live classes should be kept to a reasonable length of time and include at least one live lesson a day, one guided group lesson a day (teaching/feedback) and one end of day Google 'Meet'
- Virtual lessons will be identified on the weekly timetable which will be uploaded on the Google Classroom each Friday so that parents and pupils are aware in advance
- Virtual lessons will be presented to whole class or groups of pupils only (no 1:1 teaching)
- Staff to have cameras on when necessary during the live lesson (introduction, plenaries and at the end)
- Cameras off and microphones on mute for pupils. Teachers to ask individuals to unmute in order to answer questions and give feedback
- Classwork and prep that can be handed in online will be set through the Google Classroom and marked online

Links with other policies
- Behaviour Policy, with Addendum
- Safeguarding and Child Protection Policy, with Addendum
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Staff Code of Conduct

Teacher and Teaching Assistant Expectations and Guidelines
Tier 1 - Remote Learning for Individuals
Teachers will schedule daily activities that correspond as closely as possible to curriculum work being delivered in class

Each day this should comprise of:

1. A Maths task **and** TTRockstars - MyMaths where possible
2. An English task
3. A foundation subject task

Staff should monitor the digital platforms daily and provide feedback where appropriate

Tier 2 - Remote Learning for Partial Closure and Tier 3 – Remote Learning for Full closure
Weekly

- Tasks to be set weekly by the year group team
- Each year group class must contain the same work
- Draft planning, including the weekly overview should be uploaded to Google Classroom every Thursday by 5pm
- This gives your team (including Curriculum Leaders and SLT) enough time to look through the tasks
- The work for Monday and the weekly overview should be scheduled/assigned by the class teacher to go live on Sunday at 5pm
- The weekly overview will also be added to the website in your year group sections. The template can be viewed at the end of this guidance

Daily

- Each set of daily tasks should be assigned to the classroom the evening before by 5pm at the latest. This includes any answers you have that go with the work e.g. arithmetic answers, where immediate feedback or marking is not provided on the digital platform

Teaching expectations

- There should be tasks set for each day, but of varying length
- There should be one virtual live core lesson daily (taught as the first lesson)
- Further virtual live lessons can cover other curriculum areas (not subject specific)
- One guided group per day - about 20 minutes (feedback, teaching for those who may need extra support)
- End of day Google 'Meet'

Task organisation

- Name tasks as w/b___, Subject, Day e.g. w/b 28.9.20, Maths, Monday and include when the task is due
- Tasks should not require a high level of support and allow pupils to complete as much as they can independently
- Differentiated work should be provided to those who cannot access the class work set (working well below ARE)
- Consider the resources families will have (and not have) at home
- Avoid tasks requiring a printer
- Consider the range of documents you wish to add to your Classroom to support home learning (PDFs, PowerPoints, YouTube videos, Google Form quizzes etc. as an assignment)
- Google docs, slides or sheets allow children to complete work electronically and then upload for handing in
- When uploading work, explain what the children need to do and save the file as 'w/b…'

Individual Support/Feedback

- At least one piece of work per child per day must receive a comment
- Consider adding additional feedback in line with the school's guidelines, where a piece of work warrants a longer response/feedback
- Ensure comments are positive, encouraging and motivational
- When a child uploads a completed piece of work to the digital platform, they may add a question or message
- Alert the Parent Support Adviser/SLT if you have any pupils who have not engaged with any of the tasks during the week. This will need monitoring

General Support/Feedback (Class Stream)

Every morning (Monday-Friday) a daily comment should be shared with the class through the class stream. This could include any of the following as examples:

- Good Morning! I have enjoyed reading all of your work, keep it coming!
- A quote for the day

Families without IT support

- Hard copy packs will be made available for children who have no WiFi or device access
- These will be created by the Thursday afternoon of each week, by teachers, using the Google Classroom plans/resources
- They will be printed/posted by admin staff on Fridays
- CGP packs will be introduced for families who are unable to access the Google Classrooms

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Appendix A

Keeping devices secure

All staff members will take appropriate steps to ensure their work devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected (strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates